

Mission, Vision and Purpose of Career and Technical Education

Mission: To empower all students to be successful citizens, workers and leaders in a global economy.

Vision: When students participate in Career and Technical Education as an integral part of the total school experience, and when parents recognize that Career and Technical Education impacts achievement of educational and career goals, and when partnerships impact the educational community to provide a seamless transition to educational and career goals, then North Carolina will develop a more talented workforce that successfully recruits and retains new business and industry and students will be empowered for success.

Purpose: Career and technical education fulfills this mission by:

- Preparing students for postsecondary education in career and technical fields and lifelong learning.
- Preparing students for initial and continued employment.
- Assisting students in making educational and career decisions.
- Applying and reinforcing related learning from other disciplines.
- Assisting students in developing decision-making, communication, problem-solving, leadership, and citizenship skills.
- Preparing students to make informed consumer decisions and apply practical life skills.
- Making appropriate provisions for students with special needs to succeed in career and technical education programs.

Goals:

- Quality. CTE will identify indicators of quality to ensure mutual expectations are met between CTE and CTE stakeholders.
- High Expectations. CTE program concentrators will exit with high academic and technical skills.
- Innovation. CTE Leadership will guide cutting edge curricula design and instructional delivery.
- Life-long Learning. CTE concentrators will be prepared to continue lifelong education and training.
- Dignity of all Occupations. CTE stakeholders will recognize the value and dignity of all occupations.

Legal References and Resources – State Laws

Chapter 115C, Article 10, Parts 1-4 of the General Statutes enacted by the General Assembly provides the legal basis for Career and Technical Education in North Carolina.

Purpose: Part 1, G.S. 115C-151 through G.S. 115C-158, establishes the purpose, provides definitions, designates the State Board of Education (hereafter referred to as the State Board) as the sole state agency for the administration of career and technical education and to accept all benefits of federal career and technical education acts passed by the Congress of the United States, authorizes funding, and established responsibility of local boards of education for career and technical education. It also identifies the duties of the State Board and the standards for approval of local Career and Technical Education plans or applications.

Part 1, G.S. 154.1, also establishes the following Standards for Approval of Career and Technical Education Programs. The programs are in accordance with the purposes of G.S. 115C-151:

- A. The career and technical education programs and courses are not duplicated within a local school administrative unit; unless the unit has data to justify the duplication or the unit has a plan to redirect the duplicate programs within three years.
- B. For all current job skill programs, there is a documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two years.
- C. New career and technical education programs show documented need based on student demand or for new job skill programs based on student and labor market demand.
- D. All programs are responsive to technological advances, changing characteristics of the workforce, and the academic, technical and attitudinal development of students.

Part 1, G.S. 154.1 further indicates that local programs using the cooperative career and technical education method shall be approved subject to students enrolled being placed in employment commensurate with the respective program criteria.

- E. The State Board establishes administrative policies to implement secondary Career and Technical Education programs.

Part 2, G.S. 115C-159 through G.S.115C-165 provides for Career and Technical Education production work activities and gives direction for acquisition of land for agricultural education, instructional programs, and building trades training.

Part 3, G.S. 115C-166 through G.S. 115C-169 provides for eye protection devices required in certain courses.

Part 4, G.S. 115C-172 provides requirements for the establishment of Business Advisory Councils, members, selection and duties.

Reference

Public School Laws of NC Annotated Current Edition (LexisNexis)

Other Laws

G.S. 115C-105.20 School Based Management and Accountability Program

This state law mandates that the State Board of Education develop a School-Based Management and the primary goal of the Program shall be to improve student performance.

Legal References and Resources – Federal Laws

Law

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Public Law 115 – 224

Purpose

The purpose of this Act is to develop more fully the academic, career and technical skills of secondary and postsecondary students who elect to enroll in Career and Technical Education programs by:

- Building on the efforts of states and localities to develop challenging academic and technical standards and to assist students meeting such standards, including preparation for high-skill, high wage or in-demand occupations in current or emerging professions;
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating Career and Technical Education (CTE) students;
- Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve Career and Technical Education;
- Conducting and disseminating national research and disseminating information on best practices that improve CTE programs and programs of study, services and activities;
- Providing technical assistance that:
 - Promotes leadership, initial preparation, and professional development at the State and Local levels; and
 - Improves the quality of CTE teachers, faculty, administrators and counselors;
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries;
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the U.S. competitive; and
- Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, foster care system, and homeless individuals.

Accountability

Perkins V requires the development of State Determined Performance Measures to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities.

In North Carolina, the Local Application System (LAS) is used to assist Local Education Agencies (LEAs) in developing a strategic action plan to meet their accountability goals. LEAs must meet accountability standards for CTE on each of the following indicators of performance:

- A. Four-Year Graduation Rate
- B. Academic Proficiency in Reading/Language Arts
- C. Academic Proficiency in Mathematics
- D. Academic Proficiency in Science
- E. Postsecondary Placement
- F. Nontraditional Program Enrollment
- G. Program Quality – Attained Postsecondary Credential
- H. Program Quality – Other

Reference

- A. Perkins V the Official Guide to the Strengthening Career and Technical Education for the 21st Century Act (ACTE)
- B. The Comprehensive Guide to the Federal Role in Career and Technical Education: Perkins V and the Uniform Grant Guidance (Michael Brustein et al.)

Other Federal Laws

- A. Individuals with Disabilities Education Act (IDEA) (Public Law 94-142) This act provides federal support for educational programs serving the handicapped in elementary and secondary programs. IDEA established specific identification, program, and service delivery criteria for serving this target population. It also established the concept of equal educational opportunity in the least restrictive setting for the handicapped.
- B. Special Education Article 9 of School Law Vocational Rehabilitation Act of 1973 (Public Law 93-112). This law provides a legal basis for public school programs for students with special needs. It provides guidelines and direction of all special education programs and services and is basically consistent with Public Law 94-142. Its provisions are also applicable to secondary public career and technical programs. This federal law mandates that the handicapped cannot be discriminated against in any program, activity, or service that is federally funded. The law is also consistent with IDEA in its provisions relative to educational programs.
- C. Workforce Innovation and Opportunity Act of 2014 (WIOA – Public Law 113-128). Programs and activities funded through this act are designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.
- D. General Education Provisions Act. This act authorizes the issuance of general regulations about how to apply for federal grants and sub grants, the general conditions that apply

to grantees and sub grantees, and compliance procedures. The regulations are referred to as EDGAR (Education Department General Administrative Regulations.)

- E. Every Student Succeeds Act (Public Law 114-95). Ensures that all students are held to high academic standards and prepared for success in college and career. The Act also reduces the burden of testing while maintaining annual information to parents and students. ESSA focuses on continuous improvement and promotes and invests in local innovation.

Career and Technical Education Funds – State

State funds include PRC 013 – Months of Employment for employing Career and Technical Education instructional personnel and PRC 014 for providing program support.

NOTE: This is a very broad summary of the allowable expenses for CTE. Each local administrator must submit a local application and adhere to the CTE Fiscal Policy Guidelines.

PRC 013 – Months of Employment

Purpose: State months of employment may be used in grades 6-12 for employing non-administrative personnel in a local school administrative unit to satisfy one or more of the following purposes:

1. Instructional services to youth enrolled in Career and Technical Education program areas as identified in the North Carolina CTE Essential Standards.
2. Program areas include Agricultural Education; Business, Finance, and Information Technology Education; Career Development; Family Consumer Sciences Education; Health Science Education; Marketing and Entrepreneurship Education; Technology, Engineering, and Design Education; Trade and Industrial Education.
3. Career and Technical Education instruction and/or supportive services for programs that extend beyond the normal school day.
4. Appropriate CTE programs and/or supportive services for students who are identified as special populations, which include economically disadvantaged, nontraditional students, single parents, out-of-workforce individuals, English learners, homeless individuals, youth with parents on active duty in the armed forces, youth who are in, or have aged out of, the foster care system, and individuals with disabilities.
5. Career development coordination services to assist students participating in Career and Technical Education in making educational and career decisions
6. Coordination for the implementation of the CTE Instructional Management System (IMS)

PRC 014 – Program Support

Purpose: The purpose of these funds is to provide support for CTE program services and activities. These funds shall be used for instructional salaries, instructional support, and clerical personnel assisting LEAs in the expansion, improvement, modernization and development of quality CTE programs in grades 6-12. (General Statute 115C-156) In addition, PRC 014 funds may be used for career awareness activities to encourage 5th grade students to explore career pathways and prepare students for the transition to middle school career planning. (General Statute 115C-152). Activities allowed include:

1. Salaries for specific CTE personnel, for example: licensed CTE teachers, CDC's, SPC's, CIMC's, teachers assistants, and Adjunct Instructors.
2. Staff travel for CTE instructional and support services personnel
3. Eligibility for funding courses is based upon the North Carolina Career and Technical Education Essential Standards as defined and in Article 10, Chapter 115C of the NC General Statutes. Local course option courses are eligible for funding if approved by the

North Carolina Department of Public Instruction Career and Technical Education Department.

4. Instructional equipment, materials, and/or supplies being used directly in a Career and Technical Education program
5. Support for Career and Technical Student Organizations

PRC 064 – CTE Grade Expansion Program Grant

Purpose: The purpose of the grant is to provide funds for employing additional licensed personnel in career and technical education areas, career development coordination areas, and support service areas necessary for expanding the CTE program to sixth and seventh grade students (G.S. 115C-64.17).

Grant funds shall be used only for employing additional licensed personnel in career and technical education areas, career development coordination areas, and support service areas necessary for expanding the CTE program to sixth and seventh grade students. The funds may be used for CTE programs at one or more schools in the local school administrative unit.

LEAs applying for the grant shall submit an application that includes at least the following:

1. A plan for expansion of the CTE program to sixth and seventh grade students, including the specific programs that will be expanded, the significance of CTE in the local school administrative unit, and how a grade expansion would enhance the education program and the community.
2. A request for the amount of funds, a description of how the funds will be used, and any other sources of funds available to accomplish the purposes of this program.
3. A proposed budget for seven years that provides detail on the use of the amount of funds to add personnel, increase career development efforts, and provide support services.
4. A strategy to achieve meaningful analysis of program outcomes due to the receipt of grant funds under this section.

Career and Technical Education Funds – Federal

Federal funds include **PRC 017 – Program Development, Coordination, Implementation or Improvement**

NOTE: This is a very broad summary of the allowable expenses for CTE. Each local administrator must submit a local application and adhere to the CTE Fiscal Policy Guidelines.

Purpose: The purpose of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in Career and Technical Education programs and programs of study. The emphasis should be on the development, coordination, implementation or improvement of CTE programs. PRC 017 fund can be used for CTE students in grades 5 – 12 and postsecondary students.

PRC 017 funds can only be used to **supplement the instructional program**. These funds are not to be used to supplant state funds. Supplant means to take the place of. Federal funds must supplement and not supplant state or local funds. Federal funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without federal dollars.

Required Use of Funds

Perkins V requires that funds be used to support CTE programs that are of sufficient size, scope, and quality to be effective and that:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
4. Support integration of academic skills into career and technical education programs and programs of study
5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include:
 - a. Curriculum aligned with the programs of study
 - b. Sustainable relationships with stakeholders (business/industry, education, community-based, etc.)
 - c. Appropriate equipment aligned to business and industry needs

- d. Work-based learning
 - e. Industry recognized credentials and certifications or others leading to them
 - f. Recruitment and retention efforts of CTE Professionals
 - g. Where applicable, coordination with other education and workforce development programs and initiatives
 - h. Expanding opportunities for students to participate in distance career and technical education and blended- learning programs
 - i. Expanding opportunities for students to participate in competency-based education programs
 - j. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions
 - k. supporting the integration of employability skills into career and technical education programs and programs of study
 - l. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).